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ABSTRACT

This report studied the selective processes and criteria for admission of undergraduates to teacher education programs in 180 American Association of Colleges for Teacher Education (AACTE) member institutions. A questionnaire of Criteria for Admission to Teacher Education was the basis of the survey. The questionnaire contained alternative statements after each major question and the survey offered resulting statistical summaries on each of these questions. Condensed summaries of the statistical results were also given. Some specific conclusions on the admission requirements of undergraduates to teacher education programs were 1) Academic attainment is the most important criteria; 2) Some institutions are moving toward competency-based programs; 3) There is a desire for more indepth training for candidates. A list of the participating institutions and a copy of the questionnaire are included. (BRB)

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A SURVEY OF THE CRITERIA FOR THE
SELECTION OF UNDERGRADUATE CANDI-
DATES FOR ADMISSION TO TEACHER
TRAINING BY: James A. Carpenter

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A SURVEY OF THE CRITERIA FOR THE SELECTION OF
UNDERGRADUATE CANDIDATES FOR ADMISSION TO
TEACHER TRAINING

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CONDUCTED UNDER A GRANT AWARDED BY THE WESTERN KENTUCKY
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SP 006 037

SURVEY OF THE CRITERIA FOR THE SELECTION AND ADMISSION
OF UNDERGRADUATE STUDENTS TO TEACHER EDUCATION

BY: James A. Carpenter

This is a report of a study made of the selective processes and criteria for admission of undergraduate students to teacher education in 180 AACTE (American Association of Colleges of Teacher Education) member institutions. This survey was conducted during the period from August 1 through December 20, 1972. The 1972 Directory of AACTE was utilized in the selection of institutions to be surveyed. There were no geographical restrictions. At least one or more teacher training institutions in every state in the United States was asked to respond to the survey. Institutions that responded are listed in the appendix. The survey was conducted by use of a questionnaire of Criteria for Admission to Teacher Education. A copy of the questionnaire is included in the appendix. Selected alternative statements (What is being done other than, or in addition to) are listed below the statistical summary of each major question. The numbers given beside the Yes or the No reflect the exact responses to the major questions. In some cases, the marking of either yes or no from a reporting institution varied somewhat, but not significantly from statements given as an alternative. Following each statistical summary and the alternative statement is a brief, condensed summary of the major topic of each question.

A condensation of all responses to part XV of the questionnaire: Comments, Recommendations and/or Constructive Criticism is included.

In order to better comprehend what has been attempted in this study, the meaning of the following terms as they are used is important:

Admission to Undergraduate Teacher Education: Distinctly separate from and occurring prior to assignment to student teaching.

Alternative Statement: At the reporting institution, what is being done other than, or in addition to, that requested in the major question.

Criteria: A standard of judging by which anything is tried in forming a correct judgment respecting it.

Selective processes: Those administrative steps or processes required to be met by each successful teacher education candidate leading to unconditional admission to teacher education with subsequent permission to pursue student teaching.

Overall Academic Grade Point Averages: All stated in terms of the semester hour on a 4.00 scale for this study. Other systems were converted. Abbreviation GPA is used throughout this survey.

Director of Admission to Teacher Education: Person holding this position or the equivalent. (Sometimes is responsibility of coordinators or directors of student teaching.)

Committee on Admission to Teacher Education: What the term implies, but is sometimes the responsibility of the Teacher Education or other similar type committee.

Teaching subject quota basis: Limiting number of candidates in certain teaching majors that are presently overly supplied with trained teachers or to those majors expected to be in this category in the foreseeable future.

STATISTICAL SUMMARIES, ALTERNATIVE STATEMENTS, AND CONDENSED SUMMARIES OF EACH QUESTION - Percentages are converted to the nearest decimal point.

- I. Do you have a Committee on Admission to Teacher Education with admission of candidates to the teaching profession as its primary function?

Answering Yes -- 113	Answering No -- 59	Giving No Answer -- 8
Per Cent -----63%	Per Cent -----33%	Per Cent -----4%

SELECTED ALTERNATIVE STATEMENTS:

Make policies, administered by Dean, Division of Teacher Education.

The Committee screens only those requesting special admission because they do not qualify for regular admission.

Primary may not be the word since it is moving to a policy making body.

Is a Sub-committee of Council for Teacher Education for screening and approval of candidates.

The admission to Teacher Education involves a chairman of the process, working cooperatively with those who promote the student teaching block.

Individual interviews with education professors are required for admission. If a student is denied admission for any reason, a committee is formed to which he can appeal.

We have a Committee on Teacher Education. One of its functions is admission to Teacher Education.

Administrative Committee--Department Heads and Associate Dean.

Application for student teaching must be recommended by student's advisor and approved by the Dean's Office.

Our Teacher Education Council which establishes all policies concerning teacher education approves all candidates for teacher education.

Have advisory committee to establish policy. re: Teacher Education. Admissions primarily responsibility of major department.

Ad hoc committees composed of faculty members and chaired by either the Department Chairman of Secondary and Higher Education or Elementary Education.

A University Committee on Teacher Education recommends policy on matters of Teacher Education to the Academic Vice-President.

Teacher Education Committee has this as one of its many functions.

Our committee does not have as its full function admission to undergraduate teacher education, but is involved with admission to teacher education at all levels.

At present time this is handled through the office of undergraduate studies.

We have a Quality Standards Committee which sets policies for selective admission and retention.

Chairman of Education Department, together with Education Department members, does the screening.

For Elementary, Special Education, and Child Development, and teaching. Secondary Education Majors are processed by several colleges.

Admission of candidates to our teacher education program is only one of the several duties of our Teacher Education Committee.

We have an Academic Standing Committee that monitors the performance of students.

Elementary Education Department has a committee on Admission, Selection and Retention. Department of Secondary Education has a similar committee.

Each of the Teaching Area Faculties in the College of Education admit and screen for its own area. Thus, each of these has its own admissions Committee.

Selective Admission and Retention Program managed by Assistant Dean, College of Education.

Our Teacher Education Committee is charged with this, but has broader responsibility as well.

Each department has own committee. All-School Teacher Education Committee determines policy.

Committee on Admission to Teacher Education sets guidelines and Admissions Office administers them.

We have a Student Services Committee which admits to Teacher Candidacy at the 75 quarter-hour point.

We have by law an open admissions plan--Formal admission to the Teacher Education Program is then at the beginning of Junior year.

Our committee does not admit candidates to the teacher education program. It considers the policies which will be adopted by the Division of Education--each program admits its own candidates, acting within these policies.

This committee was dissolved in 1970. At present, our All University Council on Teacher Education is responsible for admission criteria as well as for formulating and recommending all policies for our teacher education program, and conducts studies for its improvement.

Will have such a committee next year. Now the committee considers only candidates not meeting minimum GPA of 2.25.

We are in process of developing a number of Admissions Committees in accord with program variations.

Admission restrictions in areas which need to be limited are determined by the faculty members responsible for that area and the Dean's Office.

This is a sub-committee of the University Teacher Education Committee.

We have an admissions officer--he follows rules laid out by Dean's Committee.

CONDENSED SUMMARY OF THE ABOVE QUESTION: It is significant that over sixty percent of the reporting institutions have committees on admission of candidates to the teaching profession as its primary function. It would appear from the several alternative

statements that a number of teacher training institutions have established programs, but there is considerable overlapping of the various types of procedures. The responses to this question, however, point out that there is a positive effort on the part of a majority of the 180 AACTE member schools to deal with the problem of selection of teacher education candidates.

II. Do you require each teacher education candidate to submit a formal-type application for admission to teacher education?

Answering Yes -- 164	Answering No -- 14	Giving No Answer -- 2
Per Cent -----91%	Per Cent -----8%	Per Cent -----1%

SELECTED ALTERNATIVE STATEMENTS:

This is a printed form submitted to the director of student teaching-the chairman I referred to.

Personal interview by Division of Student Teaching.

Freshmen and sophomores are pre-education majors.
Formal admission to education major is at junior level.

Applicant indicates selection on university application form. Elementary and Secondary Education majors indicate program on special form during high sophomore semester.

We are initiating a series of record forms which are to be used by every prospective teacher education candidate over his entire stay at the college.

New freshmen and advanced standing transfer students are admitted by the Office of Undergraduate Admissions. Transfers from another school or college on this campus submit a formal-type application.

CONDENSED SUMMARY OF THE ABOVE QUESTION: The responses to this question reveal that the largest majority of the 180 institutions reporting have some formal type of admission to teacher education

procedure. Sometimes it is a university-wide function. The total research in this survey reveals wide variations in actual application procedures.

III. The academic overall grade point averages required for admission to teacher education in your institution are: (4.00 scale)

A. Overall academic GPA in all subjects required of all candidates? (180 institutions reporting)

Required GPA	Number Requiring This	
	As Minimum	Per Cent
2.00	87	48.00
2.10	4	2.00
2.15	3	2.00
2.20	19	11.50
2.25	29	16.00
2.30	4	2.00
2.35	1	.50
2.50	20	11.00
3.00	1	.50
3.15	1	.50
3.20	1	.50
3.25	1	.50
None Given	9	5.00

B. Overall academic GPA required in major and/or minor teaching subject(s) of all secondary education majors? (180 institutions reporting)

Required GPA	Number Requiring This	
	As Minimum	Per Cent
2.00	61	34.00
2.10	1	.50
2.15	2	1.00
2.20	15	8.50
2.25	27	15.00
2.30	5	3.00
2.50	37	21.00
2.75	4	2.00
3.00	2	1.00
3.20	1	.50
3.25	1	.50
None Given	24	13.00

- C. Overall academic GPA required in all completed professional education courses of all secondary and elementary education majors? (180 institutions reporting)

Required GPA	Number Requiring This As Minimum	Per Cent
2.00	73	41.00
2.15	1	.50
2.20	8	4.50
2.25	20	11.00
2.30	2	1.00
2.50	27	15.00
3.00	3	2.00
3.20	1	.50
3.35	1	.50
None Given	44	24.00

SELECTED ALTERNATIVE STATEMENTS:

Overall average only.

25 percentile on SAT, ACT, GRE, Miller's Analogies.

Varies by academic departments.

By the time the student is ready to do his student teaching, we require that he have a grade point average of 2.50 in his junior, senior, and graduate years only.

Dropped this year and replaced by broader guidelines.

2.50 cumulative for student teaching admission.

2.50 cumulative for completion of degree program.

Major and minor standing not required for admission.
Standing of 2.25 required for admission to student teaching.

Approval of major department.

The Social Science Division required 2.25 of their students in the major.

Varies by Department, i.e. Art 2.50, Special Education 2.50; most are 2.20.

2.15 overall in addition to completion of 75 of 90 quarter credit hours in lower division work.

These are minimum. Admission based on other criteria.

Minimum grade point average of 2.20 is only pre-requisite.

No specific required average. The average is used as part of composite rating.

May vary by academic department.

The effective minimum grade point average will vary from year to year as the number and quality of applicants vary, but is about 2.40 to 2.50.

Under limited enrollment, the minimum is 2.50 in the major, but with preference to applicants with 2.75 and above.

Few if any below 2.75 have been accepted.

There is no grade point average computed for education courses separately.

2.50 or 2.25 with recommendation of School TEPS Committee.

We have a Progressive Performance Standard for each year in the program.

Varies between 2.25 and 2.70 in major area course work by faculty.

Overall 2.30 for elementary education majors.

No grade point average required.

Professional acceptance based on maintaining a 3.00 average.

Social Science and Business majors 3.00.

Major departments establish this. Several have 2.50 grade point average.

Satisfactory academic performance in education courses with individual counseling.

B overall average in all subjects and C average in teaching subjects and professional education courses.

Education courses not separated from overall 2.50 and major 2.50.

Some majors require a 2.75 or higher.

2.50 in all except vocational and physical education.

CONDENSED SUMMARY OF THE ABOVE QUESTION: Favorite grade point averages are 2.00, 2.25, and 2.50. A high percentage require 2.00 or above in all completed professional education courses at time of admission to teacher education. The alternative statements reveal that there is generally common agreement that the GPA remains the most significant factor in the selective process. Where there are quotas within certain teaching fields, students with the highest average are those finally selected. It is significant that many institutions are requiring much above the somewhat "traditional" 2.00 overall GPA in the three areas listed: 47 per cent require above 2.00 overall in all work; 53 per cent require above 2.00 in major and/or minor teaching subjects of secondary education majors; and 35 per cent require above 2.00 overall in all completed professional education courses.

- IV. Do you have a pre-admissions personal interview system established in which each candidate for admission to teacher education is interviewed by either an appointed faculty or staff member or an appointed committee prior to his or her admission to teacher education?

Answering Yes -- 72	Answering No-- 83	Giving No Answer -- 25
Per Cent ----- 40%	Per Cent ---- 46%	Per Cent -----14%

SELECTED ALTERNATIVE STATEMENTS:

Departmental chairman or Dean Division of Teacher Education.

Each candidate will normally have had at least three conferences with his faculty advisor prior to admission.

Only those candidates not meeting regular admission requirements are interviewed.

Recommendation of an assigned advisor and the instructor of the first professional education course.

When the Student Card first indicates a Teacher Education Curriculum, the student is provided a summary of all steps and regulations covering progress through and completion of the curriculum. He is invited to confer with the Director of Teacher Education for further clarification if needed.

Varies within academic departments at secondary level. A faculty member interviews each elementary candidate.

No exceptions. Students must undergo personal interview with one of our professors to determine their suitability for teaching.

Advisor performs this function, sometimes Dean's office.

Recommendation for admission prepared by major department--very inclusive interview.

Representative from Education Department, major field, and a practicing person from the field.

Require a personal interview with the Coordinator for Admission to Teacher Education.

The interview is responsibility of faculty advisor recommending the student for admission.

We pass out questionnaires to department heads, members of education department faculty, Dean of Students, speech department and instructors in major and minor departments. This information is evaluated by the Teacher Education Committee. It consists of all faculty members of the education department, Academic Dean, Registrar, and Dean of Students. The student submits an autobiographical sketch and fills out a detailed questionnaire.

We interview some but not all. We are moving in that direction.

But all students must pass specific requirements for admission to junior standing and have an interview with a program counselor for requirement sheet at 96 hours.

Recommendation by advisor and instructor of introductory course.

We interview 15 to 25% based upon reading their applications and checking their records thus far.

Advisor and TEP Committee of school recommend.

Our admission process is under review. Hopefully a number of changes will take place.

Department heads and college supervisors in the area of concentration.

Each candidate has a professional advisor or program coordinator in the school of education. Each application requires the signature of the advisor, but an interview system has not formally been established.

This is done in the Central Admissions office.

At the departmental level--some departments do much more and better on this than others--We have had problems on having this fully functional.

At admission to junior standing in teacher education.

In our situation the personal interview is held with designated faculty members in each college department that offers a major field of preparation for teaching--including the elementary education department.

Yes for elementary, counselor education--Other departments have varied combination of questionnaire and interview procedures.

Only those who are picked up in the screening process as being ineligible or likely unsuited to teaching are interviewed prior to admission to the program.

Will go into effect 72-73.

Career decisions faculty interview each and have small seminars with each.

Every candidate has an advisor (secondary majors have two) with whom he or she has several interviews prior to admission to teacher education.

A list of all students applying for admission is sent to all faculty and staff. If the faculty/staff members find any on the list who have shown deficiencies in any area, that student's name is sent to the Dean, School of Education, for further investigation.

Will be part of an exploratory course beginning spring '73.

Optional at request of committee or coordinator of student information services.

We accept education students only at the third year level, following two years of liberal arts. Generally interviewed.

Certain departments and program do require a conference prior to admission.

Interview with supervisor at time of admission to student teaching.

CONDENSED SUMMARY OF THE ABOVE QUESTION: Alternative statements indicate considerable variation in ways of conducting interviews with teacher education candidates. A surprisingly large number appear not to have the interview system as a formal part of the admissions procedure. This is understandable. Initially this is difficult to organize. The research indicates what is well-known: Knowledge of each student's teaching potential is a much

sought goal of everyone in professional education. However, this continues as a "hit or miss" type of operation, with many claiming to "know their students" when they really have never taken advantage of this opportunity. This is one of the most noticable fallacies of the whole system of professional education: Lack of knowledge about and understanding of the final product.

V. Recommendations you require for each candidate prior to his or her admission to teacher education:

A. From major(s) teaching subject department head(s) of secondary education majors?

Answering Yes-- 108	Answering No-- 63	Giving No Answer-- 9
Per Cent -----60%	Per Cent -----35%	Per Cent -----5%

B. From minor(s) teaching subject department head(s) of secondary education major?

Answering Yes-- 36	Answering No--125	Giving No Answer--19
Per Cent ----- 20%	Per Cent ----- 69%	Per Cent ----- 11%

C. From elementary education department head (or appointed advisor) of elementary education majors?

Answering Yes--102	Answering No-- 67	Giving No Answer--11
Per Cent ----- 57%	Per Cent ----- 37%	Per Cent -----6%

D. From either the principal, guidance counselor, or a classroom teacher of the high school which the candidate attended?

Answering Yes-- 13	Answering No--162	Giving No Answer--5
Per Cent ----- 7%	Per Cent ----- 90%	Per Cent ----- 3%

E. From a selected faculty member under whom candidate has completed a course in his or her major teaching subject department outside of education of all secondary education majors?

Answering Yes -- 45 Answering No --128 Giving No Answer--7
Per Cent ----- 25% Per Cent -----71% Per Cent ----- 4%

F. From a selected faculty member under whom candidate has completed a course outside of education of all elementary education majors?

Answering Yes -- 24 Answering No--145 Giving No Answer--11
Per Cent ----- 13% Per Cent -----81% Per Cent ----- 6%

G. From a faculty member in the Department of Secondary Education under whom candidate has completed a course of all secondary education majors?

Answering Yes -- 44 Answering No--122 Giving No Answer--14
Per Cent -----24% Per Cent -----68% Per Cent -----8 %

H. From a faculty member in the Department of Elementary Education under whom candidate has completed a course of all elementary education majors?

Answering Yes -- 50 Answering No--112 Giving No Answer--18
Per Cent ----- 28% Per Cent -----62% Per Cent -----10%

I. From either the interviewing faculty, staff member, or the interviewing committee?

Answering Yes --77 Answering No--94 Giving No Answer--9
Per Cent -----43% Per Cent -----52% Per Cent -----5%

J. From the Dean of Student Affairs, Dean of Women, Men, etc.?

Answering Yes -- 53 Answering No--119 Giving No Answer--8
Per Cent -----30% Per Cent -----66% Per Cent -----4%

K. From the Attendance Officer (or equivalent)?

Answering Yes -- 6 Answering No --165 Giving No Answer--9
Per Cent ----- 3% Per Cent -----92% Per Cent -----5%

L. From the Director of Admission to Teacher Education (or equivalent)?

Answering Yes -- 65 Answering No ---103 Giving No Answer--12
Per Cent ----- 36% Per Cent----- 57% Per Cent ----- 7%

M. From the Director of Counseling Services or Testing Center (or equivalent)?

Answering Yes -- 18 Answering No --147 Giving No Answer--15
Per Cent -----10% Per Cent -----82% Per Cent ----- 8%

N. From the appointed admission to teacher education committee to the Dean of the College of Education (or other designated officer)?

Answering Yes -- 70 Answering No -- 99 Giving No Answer--11
Per Cent -----39% Per Cent -----55% Per Cent -----6%

O. Other type recommendations not specified in your alternatives that you require of each candidate for admission to teacher education:

Health Officer.

Screening of candidates in secondary education comes just prior to admission to student teaching.

We suggest letters from persons who have supervised them in any experience with children or youth.

We require three letters of recommendation from fully credentialled teachers who can attest to the sustained interest of this student in the teaching profession. Preferably, these teachers will have observed the student working in a situation with the age level he plans to teach. This would occur in a teacher's aide type of situation in which students at our school have ample opportunity to expose themselves to.

Recommendation from cooperating teacher of early field experience.

One adult who knows the candidate.

Recommendation from the department through the department head.

In the case of a transfer student or graduate student who has completed education courses at other institutions, references are required from the previous school. Normally, four references from on-campus instructors are required. The instructor in Educational Foundations, student's academic advisor, and faculty members from the student's major or minor department.

Recommendation from field experience.

Statement from student that he has had no trouble with the law other than a minor traffic citation. If he states that he has had trouble, sometimes a special committee studies the case and reports to the Teacher Education Committee.

From speech and hearing therapist.

Any and all of these may be required, plus more (including the health center) if questions are raised.

A personal interview with a counselor and a recommendation for admission to teacher education are required for all nonprofessional baccalaureate degree holders.

Speech department.

Reports and recommendations from freshman, sophomore, and junior level clinical experiences.

After admittance, considerable counseling and guidance takes place and some students transfer into other majors. The philosophy is that students should be given an opportunity to try out teacher education.

SELECTED ALTERNATIVE STATEMENTS:

From advisor in secondary education department.

Education Committee.

Only where requested by screening committee or candidate for whom question has been raised.

Only as there is a special concern as mathematics supporting some special vocational pursuit or physical education in Industrial Recreation.

Require from academic major advisor.

Approved by Dean.

No exceptions. Student must have departmental approval.

Personal interview fulfills this requirement.

Student must receive a positive recommendation from the professor who interviews him or he is denied admission. However, he is allowed to appeal this denial to a committee of professors who then are final.

The Education Department makes a recommendation.

A faculty member acquainted with the student.

Student's advisor who is in the department of student's major.

Instructor from Department of Educational Foundations.

Two recommendations from staff of student's choice, usually one from major and one from secondary or elementary education.

From the teaching field department or the College Teacher Education Committee.

A department screening committee may.

Director of Teacher Preparation.

From advisor who is a member of the department in which the candidate is majoring.

We do not have teaching minors.

If there is a reason for checking with the Counseling Services we do.

Committee recommendations given to the Dean, School of Education.

There presently exists no input from counseling services--there is a definite need here--presently under study.

Only if they plan to student teach in the minor--then it is required.

Not on a regular basis--We did until a few months ago--We now use a Counseling Center Clearance.

We have the understanding that all Professors of Professional Education will refer any case in question with regard to potential for teaching to the Teacher Education Committee. This is done at any time after initial entry to our program and takes the place of a specific policy of recommendation.

A "personality record" to be completed by the high school guidance counselor is required for admission to the University.

Not required, but a form is provided on which every instructor is asked to comment on the strengths and weaknesses of each candidate.

A list of all students is sent to the Dean of Student Affairs asking for any disciplinary action, if any.

Not from department head, but from appointed advisors in the major area.

Occasionally, when a student is known to have had difficulty in student affairs and/or campus living, the dean of students is asked.

CONDENSED SUMMARY OF THE ABOVE QUESTION: The variables to this question run about "half and half" on the average. Not many institutions require a recommendation from the high school which the student attended and from the attendance office. Some institutions lean heavily on the recommendation from the student's advisor. A fallacy here is that this remains one person's opinion and may lead either to the exclusion of teaching potential

or to the imposing of mediocrity: either one or the other, or both. One significant factor runs true throughout the responses to this question: Although there are many similar patterns in types of evaluations required, there are 180 distinctly different methods of approaching this task. The many variations in the statistical responses and the numerous alternative statements give credence to this observation.

VI. Do you require all candidates for admission to teacher education to complete a physical examination?

Answering Yes -- 74 Answering No -- 98 Giving No Answer--8

Per Cent-----41% Per Cent -----54% Per Cent ----- 5%

SELECTED ALTERNATIVE STATEMENTS:

Health checked with Student Health Service.

Only the general college requirements.

Yes, before student teaching.

Not beyond that required by Health Services.

Complete physical examination for student teaching.
Only chest x-ray at admission.

TB test and hearing test.

Tuberculin test and speech and hearing test.

Departmental recommendations reflects observable physical handicaps which would adversely affect teaching performance.

TB, speech, and hearing.

An entrance requirement to the university.

TB test only.

Are considering this.

A somewhat superficial physical.

Students are asked to supply information about their health.

Only the one the university requires for all students.

Same as regular college physical.

All students in university must have.

We are aware of their physical condition and recommend as needed.

A physical is required for admission to the university: One of our areas (Math-Science) requires an additional examination.

TB by law and part of college admission requirements.

Not really, unless something suspected is reported by professors or advisors.

Speech and hearing only.

Health information self-supplied by candidate.

TB plus speech and hearing.

TB test for student teaching.

For admission to the university and for admission to student teaching.

CONDENSED SUMMARY OF THE ABOVE QUESTION: Over one half of the 180 institutions reporting do not require their candidates to complete a physical examination for admission to teacher education. This was nearly sixty percent, if those giving no answer to this question are included. Many leaned on the validity of the earlier all-university physical examination. This occurs in most cases well over two and one-half years (and in many cases three) before the student is considered for admission to teacher education. A number continue to require the

TB test. Also, several depend upon casual faculty observations.

Despite all this, it must be concluded that, for the most part,

the members of our beginning teacher force are quite healthy.

VII. Do you require all candidates for Admission to Teacher Education to complete certain professional examinations?

Answering Yes -- 31	Answering No --143	Giving No Answer--6
Per Cent -----17%	Per Cent -----80%	Per Cent ----- 3%

SELECTED ALTERNATIVE STATEMENTS:

English.

This is being considered.

They must complete a course in Speech for Teacher.

English Test of College level examination program, MMPI, and written essay.

Comprehensive English.

Right to administer reserved.

Advanced English Composition test or class and no exceptions. Required by state of California.

A hand-written autobiography is all that is required.

Complete a reading test.

English proficiency examination or pass English 101 with C, or higher; same for Speech 110, grade of C or higher, or pass speech proficiency test.

A one page English essay on a topic announced at the time of testing and graded by a professor of English Education.

MTAI; Survey of Study Habits; and Diagnostic Reading Test.

English Proficiency at Junior Level. Can take an additional advanced composition course if score on English is unsatisfactory.

Some areas are using instruments such as achievement and personality ratings.

Satisfactory scores on examinations in the areas of English usage, English composition, mathematics, science, and social studies, and satisfactory performance on a speech test.

GRE or MAT.

English and NTE.

English language examination and SCAT.

Must have completed all requirements in Orientation to Education and Foundations of Education.

At present, the Sequential Tests of Educational Progress (STEP) writing portion is used. Studies are underway for appropriate additional tests.

English and Spelling.

Minnesota Teacher Attitude Inventory; Autobiography.

We reserve the right to request these on anyone, but it is not automatically for all: The all in your question causes problems.

CONDENSED SUMMARY OF THE ABOVE QUESTION: Clearly, the current practice does not include the requirements for completion of certain types of professional examinations for candidates for teacher education - almost eighty percent said no. However, the alternative statements bear out the fact that a variety of situations do exist with respect to certain types of testing. The most popular appears to be the Minnesota Teacher Attitude Inventory. Statements related to other questions further in this survey bear this out. Many testing requirements are apparently met in certain academic courses such as Freshmen English, Speech, and certain beginning professional education courses.

VIII. Do you require all candidates for admission to teacher education to complete a psychological-type examination?

Answering Yes -- 23 Answering No -- 151 Giving No Answer--6

Per Cent ----- 13% Per Cent -----84% Per Cent -----3%

SELECTED ALTERNATIVE STATEMENTS:

This is being considered.

This they may experience on request. All prospective student teachers must adequately complete psychological Foundations of Education.

Right to administer reserved.

New elementary program will include such testing.

Not at present, but much discussion of beginning this type of examination; probable in near future.

We have used Edwards and MMPI, but dropped them.

MMPI; however, many questions have been raised as to the propriety of this examination.

We are starting such a program this fall. Previously we consulted the Psychology Departments about any cases where we had doubts.

All students cleared through Office of Student Affairs.

It is optional: Can be required of teacher education candidates upon request.

The University's physical examination excludes psychological examination and we rely on this unless there are items of concern which arise after the individual has been admitted. Then we request subsequent examinations, both physical and mental.

Some departments and colleges do; others do not.

Only when problem cases are apparent.

Only if student has experienced psychological problems. Quality Standards Committee studies and recommends.

We rely on advisor and employer recommendations to point out psychological deficiencies.

Are considering this.

Some of our faculties require a type examination: Meyers-Briggs, Allpost, Vernon, Lindsey SV, and Personal Beliefs Scale.

Satisfactory personality for teaching.

Before admission they must take two pre-professional courses where they actually work with school children (Sociological and Psychological Foundations). They are rated both by our professors and the classroom teacher. Some are screened out.

Only when behavior has been questionable.

Being considered.

Students may be referred for counseling and a program is set up to help these people.

Must be of sound mind and body and be free from personality problems.

Where problems appear, referral of student to counseling center or University Health Services takes place.

Must take Attitude and Interest Inventories as part of Career Decisions during freshman or sophomore years.

Require a battery of tests concerned with candidates skill in use of language and attitudes toward children, open or closed mindedness, attitudes toward self, interests and scholastic aptitudes.

Only upon request of Selection and Retention Committee.

CONDENSED SUMMARY OF THE ABOVE QUESTION: Eighty-four per cent of the reporting institutions do not require a psychological-type examination for teaching candidates. This question is closely related to question VII. Referral for counseling and subsequent testing is the usual practice and appears to parallel in many

institutions. It is significant that 174 institutions gave some type of response to this question. There is evidence of a wide reliance on faculty judgments in-so-far as attitude and personality are concerned. The supply and demand situation may well dictate a more positive position on the part of teacher educators toward some plan, written or otherwise, to delineate attitudes in teacher education candidates. Seemingly, many students choose teacher education as the "route of least distraction."

IX. Do you require all candidates for admission to teacher education to complete a speech and hearing test?

Answering Yes -- 84 Answering No -- 93 Giving No Answer--3
 Per Cent -----47% Per Cent -----52% Per Cent ----- 1%

SELECTED ALTERNATIVE STATEMENTS:

Speech only.

A speech test.

Must complete a speech course as a test.

Not actually for admission to candidacy, but must be passed before they are allowed to student teach.

Must demonstrate competency.

Starting this year.

Only if there is evidence of a problem.

Speech; hearing when necessary.

Proficiency is determined on basis of student making C or better in beginning speech course.

Take speech course.

All found to have deficiencies must take speech therapy and/or correct hearing loss.

Discontinued because of load.

This is part of physical examination.

Individual need basis only.

Part of initial physical.

As of 1972-73.

Are considering this.

Complete a course in voice and speech.

Presently rests with recommendation of professional advisor.

Not a test, but we do recordings of voice.

Opportunities and other kinds are provided both for detection and when possible remedy or investigation of such defects.

They are required to complete a speech class at a C or better standard.

If a speech defect is suspected, then additional examination is required.

Speech only; currently completing details for new policy approved by faculty requiring speech, writing, and reading, screening at time of admission to program.

Students failing screening must successfully complete remediation prior to admission to student teaching.

Must take Introduction to Speech successfully.

Screened in introductory speech course.

CONDENSED SUMMARY OF THE ABOVE QUESTION: The most significant response to this question are the several alternative statements referring to speech testing. A hopeful sign: Nearly fifty per

cent (47) require candidates to complete some type of speech and hearing test. A number of institutions rely on the all-university physical examination which occurs generally the summer before students enter as beginning freshmen. This may not be valid. Often students do not know what route they are going. They have not chosen teacher education in many cases until this first course work is completed. It would appear to be worthy of teacher education's exhaustive effort to detect any early signs of either speech or hearing problems. Correct them if possible. If not possible, advise out of teacher education.

X. Do you admit qualified candidates to teacher education on a major and/or minor teaching subject quota basis?

Answering Yes -- 25	Answering No --145	Giving No Answer--10
Per Cent -----14%	Per Cent -----81%	Per Cent -----5%

SELECTED ALTERNATIVE STATEMENTS:

Only for secondary graduate programs.

At present, we admit on a total number basis, but out of necessity we are considering going to a subject quota basis.

Except in art.

Except in instance of special education (Mental Retardation).

Quotas exist in three of twenty-seven programs available.

Exception: special education has quotas.

Majors in elementary education, special education, and English and social studies in secondary education.

In English and social studies.

In some departments, depending upon resources and facilities available.

Secondary education and special education.

This may soon come about, but nothing has been done yet.

Other departments might begin to use quotas.

Quotas set in some subjects.

In some fields, as men's physical education, but in general not.

Physical education has a quota and interview procedure.

No, but this is being imposed by state board in 1974.

Did so during 1971-72, but admissions have stabilized so quotas are no longer being established.

Special education only.

Yes, as of Autumn 1972.

Will use a quota in 1972-73.

We recommend and inform about present job possibilities.

CONDENSED SUMMARY OF THE ABOVE QUESTION: This question appeared to not have been well-understood. The alternative statements would indicate that several institutions are either using a quota system or moving in this direction. The supply and demand situation may require others to consider. The whole emphasis should probably not be "an elimination from, but an advisement out" of the teacher education route. The research indicates that we have not reached the point where we should discourage top quality candidates. However, every candidate should be fully aware of the potential for employment in his major and/or minor teaching field.

XI. Do you permit unsuccessful candidates to subsequently re-apply for admission to teacher education?

Answering Yes --161 Answering No -- 9 Giving No Answer--10

Per Cent ----- 89% Per Cent ----- 5% Per Cent ----- 6%

SELECTED ALTERNATIVE STATEMENTS:

If rejection was based on scholarship.

This case has never come up.

Students who are denied on the basis of GPA may enroll for one semester only in what we call POC (Program of Own Choice). This allows them to raise their GPA. If they do raise their GPA up to level, they may be admitted, if we have not already exceeded our total.

A second application is considered.

If and when requirements can be met.

In some cases, not always. Usually when academic GPA was low - not in matters involving emotional problems.

Candidates are permitted to re-apply providing there is some evidence that the conditions that were in effect when they were denied admission the first time or subsequent times have been corrected and that we feel these conditions no longer were relevant to the case, we will then permit them to be admitted.

Only if deficiency has been corrected or overcome.

One more time.

Unsuccessful defined as failing marks, speech problem or TB.

Many are also counseled out of certain programs.

After a period of time and other experience or credits.

This is usually handled through a counseling situation - some we never encourage to re-apply.

Depends upon the original condition which screened them out.

By a petitioning process.

Varies with case.

Depends upon reason for denial.

If their GPA and recommendations reach the level required by the department and the Student Services Committee.

They may appeal through the Teacher Education Committee.

If the deficiency is one which can be corrected.

Not usually.

Only upon appeal.

Yes, but it depends on why they were unsuccessful.

CONDENSED SUMMARY OF THE ABOVE QUESTION: The research continues to prove that teacher education continues to be the route of least resistance for the student. "When all else fails, take the required education courses and student teach; usually an easy eight hours credit." This is "insurance" against failure in other more difficult areas. Perhaps the research in this survey will in some small way lead to a re-thinking about not only admission, but preparation, exit, and in-service in teacher education. Perhaps the decade of the 70's will see the teaching profession seek, obtain, train, and certify only top quality candidates. As we move into a peace-time economy, hopefully, the public will demand better prepared and more qualified people in education at all levels.

XII. In a number of teacher training institutions in this country, factors contributing to the rejection of candidates for admission to teacher education are listed below. Please indicate as yes or no if one or more of these apply to your teacher education selection process. Add others that may apply on the blank lines. Please mark the priority you suggest for each of these by writing 1, 2, 3, etc. with the highest priority as (1), second highest (2), third highest (3), etc. in the blank spaces enclosed by parentheses:

Criteria	Priority	No. of Institutions Reporting	Per Cent
Scholarship	1	135	75.00
English Usage	2	114	63.00
Personal Integrity	3	113	62.00
Personality	4	109	61.00
Speech Habits	5	104	57.00
Health	6	102	56.00
Spelling	7	70	44.00
Knowledge of Contemporary Affairs	8	45	24.00

(45 Institutions (25 per cent) made no numerical response to this question.)

SELECTED ALTERNATIVE STATEMENTS:

Vary, cannot rank. Difficult to know. Vary too much.

Add grooming and dress.

Accumulated grade point average.

Semester hours earned.

Data unavailable for the criteria mentioned.

We make no attempt to establish a priority other than the fact that we have a more tangible measure and subsequent procedure for English usage.

Spelling is under English usage.

No priorities can be given. We have defined criteria for each (except personality) which must be met.

Ability to communicate with other people. Ability to interact with students and peers in a variety of situations.

All are necessary. Scholarship embraces English usage, spelling, and speech habits.

Under study.

Experience in working with others.

Social maturity--dependability.

Empathy with children, ability to relate well with peers, personal maturity, good judgment.

Faculty evaluation, hearing test, emotional adjustment test.

GPA, recommendations from advisor and department heads, recommendations from head major and minor departments, personality test (MMPT), recommendations from professors.

Communicative skills, commitment to teaching, role and purpose of teaching, and understanding of growth development of pupils.

Hard to really determine. It would be more of an individual decision.

Knowledge about what's happening to the profession.

Interest in teaching--All graduates of the university must have minimum skills in English usage, speech habits, and spelling.

It would be very difficult to establish priorities, since different factors would bear heavier in different conditions. Also, since only scholarship can be objectively determined, it probably gets too much weight.

Grade of C in first course of Freshman English, handwriting legibility test for Elementary, Early Childhood, and Special Education Students. Mathematics competency for all secondary and vocational education students, and English composition test must be passed by all students.

Personal appearance.

Emotional stability.

Performance in teaching activities.

Employment/Supervision Ratings--additional departmental criteria--All factors are used in making a system that gives a composite score for the student; the composite score is the determining factor.

It is important to note that selection is in the context of an oversupply of "qualified" applicants. Committee review of all files is the final process that leads to the selections. No one criterion is so powerful that others do not affect decisions.

The demonstrated ability to perform effectively certain predetermined tasks.

Any one of above might be used to advise students whether or not to continue in program, but would not be used as reason for dropping from program.

Includes interview process. No examinations given.
Include efforts to work with children in some capacity.

All are important, if we move in this direction.

Early field experiences (Self-selection, mostly)--Early clinical experience (faculty, mostly).

Personal appearance and dependability in assuming responsibility.

Varies with individual areas in their screening process. Motivation, hearing, and contact experience (Early experience program).

Difficult to admit that any aspect could be ignored.

Positive supportive attitude toward other people, creativity, imagination, ability to establish rapport, high frustration level, and self-confidence.

Prior experience working with children/youth, personal identification of goals, broad educational background, and public school classroom performance.

Lack of rapport with children.

Sight, hearing, creativity, concern for others, capacity for leadership. A number of the specific items are subsumed under scholarship. I have listed specifically items which we check upon in approving a student new to us for the State Teachers Scholarship and which were not listed by you. Spelling, English usage, and knowledge of contemporary affairs cannot be divorced in my mind from scholarship.

Ability to relate effectively to children and ability to take responsibility.

Consistant program.

This is not easy to do beyond 3.

Speech and hearing tested at same time. I am somewhat reluctant to assign priority, except with the understanding that the candidate is in the normal range on all factors, since an extreme deficiency in any one of several of these areas would make the candidate a poor prospect.

Self-esteem, genuine concern for people, and emotional stability.

Much of the above is handled by the personal interview and would therefore be determined by individual advisors and programs.

Problems usually screen themselves out.

Rejection only on basis of grades or severe psychological disturbance. However, psychological screening is followed up by counseling which leads to vocational redirection in some cases.

Mental health, interpersonal relations, and professional attitude. We are not comfortable with this list. We cannot rank these. Any one or a combination could possibly render the student ineffective as a teacher. A work of art cannot be judged simply from a check list or one item more important than another.

Will apply next year--commitment to teaching profession, attitudes toward children, and self-concept.

Spelling in serious cases.

Field experience with children.

Extra curricular activity, knowledge of general teaching field, (has student explored?) and personal hearing.

We try to look at the total individual and his competencies. I am confident that no two of our screening committee would agree on an order for these.

CONDENSED SUMMARY OF THE ABOVE QUESTION: The many alternative statements to this question imply that many more criteria should have been listed. This would have included the all-important one of attitude. It is most pleasing and also significant that slightly above seventy-five percent (135) of the reporting institutions responded in some positive way to this question. The response in numbers and in statements indicate positive thinking on the part of many educators regarding criteria for selection of teacher education candidates. From this, institutions may be able to draw from in either the revising or formulating of criteria. The response to this question is generally self-explanatory in both the above chart and in the alternative statements.

XIII. Do you actually and finally, deny admission of undergraduate candidates to teacher education based on your selection criteria?

Answering Yes --164 Answering No -- 9 Giving No Answer -- 7

Per Cent -----91% Per Cent -----5% Per Cent ----- 4%

SELECTED ALTERNATIVE STATEMENTS:

Student has an appeal process available.

Mostly on GPA grounds.

For academic deficiency until it is up-graded.

Unless academic standing improves.

In actual practice this almost never happens since they must be screened and recommended by advisor, department, and the College Teacher Education Committee. Students are guided in or out at all of these levels, so we seldom get a recommendation not to admit.

There is always an appeal process, during any step at which student could be admitted.

We may delay it.

Over 20-30 per year.

10% leave voluntarily - - 2% change fields or age level - -
2% are asked to leave.

Students may reapply when they meet criteria. May not take any education courses until admitted.

If a student persists, we allow him to take the methods block and try student teaching with full knowledge of his status as marginal. Most do not continue.

Plus a restrictive quota assigned by our Board of Trustees.

Yes, speech impediment, health - No, GPA, which can be corrected.

We certainly do.

Will in 73-74.

Finally - The door is open for readmission should circumstances change.

CONDENSED SUMMARY OF THE ABOVE QUESTION: The response to this question is in positive support of one of the purposes of this survey: The establishment of effective selective criteria that is legitimately enforceable. If those giving no answer are included, ninety-five percent of the 180 reporting institutions (171) finally deny admission to candidates for training in the teaching profession. (Slightly above ninety-one per cent answered yes.) If this survey provides criteria other than GPA that can be legally enforced, it will have accomplished some service to those entrusted with this task.

XIV. Do you have an entirely different type of admission to teacher education system as opposed to that implied in this questionnaire?

Answering Yes -- 20	Answering No --136	Giving No Answer--24
Per Cent -----11%	Per Cent -----76%	Per Cent ----- 13%

SELECTED ALTERNATIVE STATEMENTS:

Our system of regular admission is based entirely upon scholarship of previous higher education coursework.

Somewhat different.

I think so.

Somewhat. Students are admitted to student teaching by a selective process.

Quite different, and it will soon be even more different. Psychological testing and self-awareness development will be developed. Individual de-selection rather than prescribed admission criteria will be used.

No. However, selection continues throughout program at two major check-points after admission to teacher education.

We have a performance-based program. If a candidate meets our minimum standard, he is admitted, but must perform up to minimum standards in order to progress through the program.

Admission requirements very flexible, except GPA.

Students are screened informally all the way through the program. A sizable number drop out each year.

Some obvious mechanical differences.

We are doing a field oriented, performance-based experiment. This may lead to change.

Probably. Also geared to student self-selection out.

Selection is viewed as a multi-stage process.

Perhaps a somewhat more flexible one than that given. The state of knowledge in the field and rigid criteria are indefensible.

I doubt if any university "matches" but most probably parallel.

Not entirely, but some different.

We have a competency-based program, and thus place more emphasis on exit skills than on entry skills.

Our type is not as exhaustive as is implied herein.

In large measure; not entirely so.

We are probably not as formal as implied.

In some ways ours is different.

CONDENSED SUMMARY OF THE ABOVE QUESTION: Seventy-six per cent of the reporting institutions (136) do not have an entirely different type of admission to teacher education system as that implied in this questionnaire. Institutions have somewhat different procedures, but the largest number run generally parallel to all others. It would be difficult to define two systems exactly alike, but not difficult to identify many with the same common goal.

- XV. A condensation of selected responses from the questionnaire on: Comments, Recommendations, and/or Constructive Criticism.

SELECTED RESPONSES:

I feel we need to find better ways of screening on significant factors other than GPA --- such as attitudes, personality, commitment. These are more intangible than grades and receive less than their share of attention in the programs with which I am familiar.

Court decisions, lack of counseling and psychological services, and unwillingness of Health Services to provide an opinion on physical fitness to teach have limited our effectiveness. We hope to open up for study and complete revision of our Admissions to Teacher Education policies. Naturally, I shall look forward to a composite summary of this excellent questionnaire as a basic resource.

Our professional area comprises the work of pre-professional application and counseling for students in all major areas. Hopefully, those persons with obvious potential for teaching are encouraged. Those who have physical or intellectual difficulties are not rejected, but they are guided into self-analysis and some understanding of teacher-orientation.

An unusually talented student in music, art, elementary education, and others may be admitted on the basis of potential rather than GPA and academic performances.

Our undergraduate certification program is small (30 graduates per year). The screening process occurs after the student has completed several courses in the sequence, but prior to admission to student teaching. The size of the program permits us to use vigorous, yet relatively informal procedures for admission.

We do not have a formal admission procedure to teacher education. To effect a selection procedure, however, we follow a process as described. Ours is a small university, about 2,200 full-time undergraduate students. Freshman and transfer students who indicate a desire to earn teaching certificates are assigned advisors from the College of Education. Thus, we have personal contact with every student aspiring to certification from the time he makes the decision. . . . Between the personal advising and the contacts of our staff with students in the three required courses, we carry on a selection and elimination process. By the time the students apply for student teaching during the junior year, there are few that cannot be admitted upon application. Nearly all of those not admitted upon application have grade point averages below the minimum established for admission which is 2.3 overall and 2.5 in the teaching field(s). Students with psychological or major speech problems have been advised out of the program earlier.

Our admissions process does not include many of those mentioned in this questionnaire. At this time we have no evidence that the criteria herein suggested does in fact select and make for better professional educators as products of our teacher education program.

Our admissions policy does not reflect our recognition of what is adequate. We are in the process of improving it. Please forward the booklet on Admission to Teacher Education - - it certainly would be helpful.

We are at present considering a question concerning any possible criminal arrests and convictions of credential candidates. Convictions, especially on major offences could become a determining factor. Also, under consideration is some type of psychological exam and/or testing to determine the candidate's emotional suitability for the teaching profession. The primary considerations for admittance are, GPA, the three letters of recommendation, a positive reaction by the Professor who conducts the personal interview and an absolute must is the signature of the department head of both the student's major and minor department. If the student fails, to furnish any of the

above mentioned, this would be grounds for denial. There are other considerations which we do weigh, but these are the major ones. If we have helped in your endeavor, we are happy to have done so. I would be most appreciative of receiving a copy of your Third Edition, 1973, Informational Booklet for Admission to Teacher Education.

We do have a basic list of criteria which we use as guidelines. However, we treat each applicant as a unique individual and assess her strengths and weaknesses in the light of the teaching role to which she is aspiring to identify herself.

We require a formal application and an interview. Candidates not meeting grade point requirements are not interviewed. The interviewer approves or disapproves. Those disapproved may appeal . . .

We feel that effective counseling in early professional courses eliminates many who are unsuited to teaching. We also think there is a lot of self-selection and self-elimination.

We, too, are deeply concerned with improving our selection (and rejection) of prospective teachers for admission to our teacher education program. It is easy enough to evaluate the scholarship and academic preparation of prospective teachers, but we feel that personal qualities and characteristics are the really important factors which determine the success of the prospective teacher. In an effort to get at these personal qualities, I am conducting a study with our own faculty and students in determining what these qualities are and how to assess them as valid criteria for admission. Personal interviews can get at this to some extent. It seems to me, however, that a pre-selection experience for the applicant working with children in a classroom environment which would make possible a performance-based evaluation would be most valuable. There may be tests and other methods of getting at this. We will be very interested in the results of your study.

Would be interested in other plans for admission to teacher education. We are planning a change in our procedures.

We are in the process of taking a hard look at our admissions procedures and policies. A copy of your findings will certainly be appreciated.

Presently, our emphasis is more on exit requirements than on entry requirements. We are much more interested in individualizing the teacher preparation experience on the basis of the types of experiences that each individual needs in order to develop as a teacher.

This development takes place under the watchful eye of cooperating teachers, counselors, and advisors. Our new program will (one year hence) be competency-based and completely individualized. Counseling and self-awareness and student measurement of his personal growth are essential parts of the new program. In the new program, the student will have required field experience of one kind or another, functioning in a different educational role during each of his four year program.

We have found over the years that a rigid system of admission based on somewhat idealized criteria probably kept good candidates out of the profession. Our faculty has decided, therefore, to liberalize admission requirements, but to carefully follow-up candidates and to make periodic evaluations as to their growth and potential after they have been admitted.

Our Teacher Education Committee is composed of membership from the School of Liberal Arts and the School of Education, plus membership from the Public Schools. This is an all-institutional committee and this year students will be added to the committee membership.

I am afraid our policy is perfunctory. I hope your study will provide us with help and direction.

Our system has an accounting time of every candidate admitted to the program. If a candidate's overall GPA falls below 2.2, he is placed on probation for one semester. If he makes the sufficient GPA, he is automatically removed from probation. If not, he is dropped from the program and must re-apply for admission when his GPA again reaches 2.2. Prior to admission into Teacher Education, a candidate cannot take more than nine semester hours of professional educational course work.

The one weakness in our system to date is that we as individuals are not always willing to make the kinds of recommendations which our better judgment tells us we should make. It's very difficult to say to a young man (or woman) that we feel he should not enter the teaching profession because of these qualifications unless those qualifications are so objective such as grades, or speech pattern, etc. Where we are really failing to screen appropriately is the analysis of the total competences and personalities of the students. We tend only to make evaluations when the deviation is great and when we have some objective measures of it. We need to realize that we have a reason for making the same kind of subjective judgment that every human being must meet as he goes through life. If we were to do this, we would be in a better position to put in the classroom the kind and quality of teachers which should be in the classroom. I shall be very much interested in the results of your study.

The Admissions Committee (College of Education Academic Standards and Admissions Committee) sets minimal standards. College Teacher Education Committees recommend to the Admissions Committee. The college may set standards higher (but never lower) and the colleges may devise any system of screening, interviewing, testing, etc., they so desire. Therefore, some departments and colleges set up elaborate testing and interviewing procedures - others may rely almost exclusively on advisers. The Admissions Committee holds the College Teacher Education Committee responsible for their recommendations; the colleges in turn hold the departments responsible and in turn may hold the advisers on their own screening committee responsible.

There are three major check-points in our Quality Standards Program, of which Admission to Teacher Education (Admission to Junior Standing) is the first. Records of all students are checked carefully for selection and retention on basic standards at each of these check-points. A student may be "screened" or "advised out" at any stage of his program. A representative faculty committee studies, alters, and maintains the program. The Assistant Dean for Student Personnel administers the program. All replies to this questionnaire should be interpreted accordingly.

There really is no way of predicting with certainty who will become a successful teacher. The best criterion, I think, comes from the endorsement of teachers who have worked with the student. All doubtful cases are discussed with present or former teachers.

Students make formal application for admission after completing sixty semester hours of work. Applications are checked and screened by chairman of Committee on Admission and Retention. The entire committee is utilized when needed.

Implied in our answers is a selection recruitment process which we utilize to select the best qualified prospects for teacher-education.

It has been my concern for some time that we are placing a great deal of attention on admissions, with little thought being given to the evaluation (retention) process as the student progresses through the teacher education program. Although our admission process is placed in the sophomore year, this is still too early to make a valid decision as to whether a student will become a good teacher or not. . . .

It is important to note those facts that make it difficult to answer some of the questions. Admission to the college is granted only when a student is accepted in a specific program. If he wishes to change major, he must reapply as though he were not in

this college. Thus criteria are specific to programs and vary among programs; enrollment is limited by program, e.g., mathematics or special studies or science or modern languages. The enrollment quota in each program is fixed. The number of applicants satisfying minimum requirements usually exceeds the quota by a large margin. Therefore, qualified persons must be denied admission. There is an admission committee for each program. It includes a representative from the program (English, math or elementary education, etc.) a representative from clinical experiences and the director of the student personnel office.

I have reached the conclusion that we are approaching the whole matter of admission to teacher education in the wrong way. Instead of worrying about the characteristics and competencies of those admitted, we should be concerned with those of our graduates. The whole point of performance-based programs is to develop competent teachers and to be certain that only competent ones are turned out. Therefore, it is the program and products that are important. . . .

The information furnished in this questionnaire is based on our traditional teacher education program. . . . We have received permission to pilot a new performance-based program. This is known as ATEP or our Authentic Teacher Education Program. . . . In this program, a desire to become a teacher is sufficient for admission; no one will ever be certified, however, unless they meet all the criteria of the program. The criteria are based on the traditional B letter grade.

We are currently reviewing our selection procedures - have asked for information from a sample of universities/colleges.

Some progress has been made toward placing undergraduates in teacher education in the secondary schools as teacher aides. Some feedback from this field experiences is helpful to professional advisors in identifying those persons with talent and interest in teaching. Your questionnaire was constructed well! A copy of your findings and a copy of your Third Edition, 1973, Informational Booklet for Admission to Teacher Education, would be appreciated.

I feel that these procedures are largely self defeating and time consuming beyond their work. An alternative that is more efficient is to identify problems early, prescribe remedies, help, and good counseling, and maintain standards at each level of the program. This puts the responsibility where it belongs - on the student to perform adequately and to produce effectively--It is relevant and based upon the present - not totally rooted in past performance.

It was a little difficult to answer accurately because we have small groups. We get to know our students and we discuss their possibilities and potentials. We accept those who desire to become teachers. In the sophomore year they spend time as aides and in the junior year they tutor. The senior year is one semester of student teaching. If this seems too much of themselves, they turn to another career. We have had no real problems in succeeding in producing good teachers. Those who choose to teach usually see it through.

As you have perhaps noticed, our selection into the Professional College is done individually by faculty-coordinated by a central office. Each faculty (department) makes its own admission decisions based on criteria. . . .

We are considering many changes, including evaluation of classroom experiences.

Only a relatively small number of our graduates enroll in Teacher Education as freshmen. Transfer into education a great factor. Academic record of transfer - is much better than transfer out. A student will transfer out when it becomes obvious he will not be admitted to teacher education. Basic test data on juniors and seniors higher than on freshmen and sophomores.

I am most interested in your work. Frankly, however, the conservative emphasis in form turns me off. Are you considering the possibility of a computer developed profile of high-risk candidates similar to those used by industry? How about having them teach a mini-lesson for evaluation? How about an initial field experience in a school or community agency with a recommendation from the agency? I assume you are conducting the survey prior to revamping your own admissions policy. We are in the same process, and I await your results with interest.

We are having to become more and more selective as the need for teachers apparently declines. Our most stringent quotas have been set for English, Social Studies, and Elementary Education. A key feature of a new program under study will be better selection - retention - exit policies and procedures.

I have found in serving on the NCATE Evaluation Panel that most schools rely predominantly upon scholarship. So do we. The priority I have given is my own judgment, not a reflection of our priority as a college in Admission to Teacher Education.

I hope you don't mind my taking some liberties in the manner in which I responded to some of the items. The five questions we ask are frequently changed, but the purpose is to determine whether the applicant can read a question, understand it, determine his idea of an appropriate response, and present his response in a reasonably literate and correct form.

Admission to Teacher Education is at the end of the freshman year. Entire Teacher Education Committee (23 faculty) study the list and make recommendations. Screening every semester there after and final screening with higher standards for student teaching (GPA cumulative 2.4, major 2.6) etc.

We require students to have completed the general education requirements before applying for admission to the professional program. This usually occurs at about the beginning of the third year. Admission to education courses is contingent upon being admitted to the professional program. We are not satisfied with our procedure and are looking for better ways of carrying on this function.

We are considering and thinking strongly of going to competency-based education. More and more, this appears to be a (or the) national trend. Certainly, this new approach is being stressed by AACTE.

We have a Selection-Retention Committee at work now looking at what others are doing and preparing recommendations for us.

I am impressed by the clarity and thoroughness of your questionnaire and will welcome a report of the results for our committee's guidance.

The School of Education has recently committed itself to a competency-based redesigned program which will have an effect on our admissions policy in the future. Our emphasis will be somewhat modified in terms of stress on exit rather than entrance requirements. Entrance requirements will become much more related to program and demonstrated competence.

Very extensive screening complete with interviews is desirable but not feasible. We admit over 1,000 students per year to undergraduate programs in education. Our screening takes place during the semesters preceding student teaching and focuses upon "counseling out" those who appear undesirable as candidates for certification prior to admission to student teaching.

We provide for a Teacher Education Review Committee before which a candidate may appear to appeal a decision. Members of this committee are the candidate's adviser(s), the chairman of the department concerned, the director of laboratory experiences, any instructor involved, and, ex-officio, the Dean of the Division of Education.

Much of this data for original screening of candidates will be collected in an exploratory course in which students will be encouraged to make their own decision regarding teacher education. Screening at the next level will be based on competencies demonstrated in professional education field oriented courses. This second screening will take place prior to student teaching with few rejections anticipated from among students in student teaching. Final quota for each program in teacher education will be imposed at certification when each department will be allowed to recommend only a specified number of students for certification.

Our School of Education uses a quota system for its 200 3rd year and 200 4th year students enrolled. . . . In selection for admission, we rely very heavily upon past performance in first two years of academic work in college and the scholastic aptitude as shown by College Board scores. We feel we have, on the variables cited, one of the best student groups in education in the country. Employing officials have generally been very enthusiastic about our quality of student who enters the teaching profession.

We do not consider anyone for admission to School of Education without experiences in a teaching/learning experience with children

GENERAL CONCLUSIONS OF THE SURVEY

The fact that either deans, heads of departments, or their designates of 180 AACTE-member institutions completed the questionnaire and returned it gives credence to the priority that has been placed on establishing effective selective criteria for candidates seeking to enter the teaching profession. Two hundred questionnaires were mailed. Ninety per cent responded. At least fifty per cent of those responding enclosed copies of their admissions policies or materials relating to their program.

All of this material was examined for its significance in this survey. A condensed summary has been given following each major question in the survey. Therefore, the following specific conclusions will summarize what appears to have been revealed:

1. There is common interest in the problem. Communication routes are open.
2. Academic attainment remains the single most important criteria, but a number of others are being used in an effective manner.
3. The supply and demand situation promotes an opportunity for teacher training institutions to become more selective.. Many are.
4. The seemingly more progressive institutions either now have or are moving toward competency-based programs.
5. It is somewhat difficult to separate admissions from preparation, programs, exit, and position performance. "The beginning is hard to define; the end has no definition."
6. An attempt is being made to know each candidate as a person and to have this knowledge recorded in a permanent place for future reference, research, or evaluation.
7. There is some in-service evaluation on the part of teacher training institutions, but this is not presently extensive.
8. Major changes in the selective processes at any one institution must have the support and approval of the

governing body of such institution, and there are always legal ramifications. Major administrative, top-level attention has not been given to teacher education candidate selection in but few teacher training institutions. The more progressive ones have had this attention.

9. In order to deny admission to teacher training to any candidate requires strong and lengthy preparation of evidence, if it falls outside of the GPA criteria. Some institutions really have not established the right to deny this admission. Some have. Many are moving in this direction.
10. State Department of Education officials (and certifying officials) are at variance with the professional educators relative to the selective processes. Communication channels are not always open and are not effectively used. One overriding factor is apparent: Most everyone desires more in-depth training for the candidate. This is especially so with regards to pre-student teaching experiences.

APPENDIX A
LIST OF AACTE MEMBER INSTITUTIONS
PARTICIPATING IN THE SURVEY

Institutions Participating in this Survey

Adams State College, Colorado
Agricultural, Mechanical and
Normal College, Arkansas
Alabama, The, University of
Albany State College, Georgia
Appalachian State University,
North Carolina
Arizona, The, University of
Arizona State University
Arkansas, University of
Arkansas at Little Rock,
University of
Arkansas College
Arkansas Polytechnic College
Arkansas State University
Auburn University, Alabama
Augustana College, South Dakota
Austin Peay State University,
Tennessee
Bethune-Cookman College, Florida
Birmingham Southern College,
Alabama
Bridgeport, University of,
Connecticut
Brigham Young University, Utah
Brown University, Rhode Island
Butler University, Indiana
C. W. Post Center, Long Island
University, New York
California, University of
California State College at
Hayward
California State College at
Los Angeles
Catholic University of America,
The, District of Columbia
Central Connecticut State College,
Connecticut
Central Michigan University, Michigan
Chadron State College, Nebraska
Chicago, The, University of, Illinois
Chico State College, California
City College of CUNY, New York
Clarke College, Iowa
Clemson University, South Carolina
Cleveland State University, The, Ohio
Colorado, University of

Colorado State University
Concordia Teachers College,
Illinois
Connecticut, The, University of
Dayton, University of, Ohio
Delaware, University of
Delta State College, Mississippi
Denver, University of, Colorado
Detroit, The, University of
Michigan
Drake University, Iowa
Duquesne University, Pennsylvania
East Carolina University, North
Carolina
East Tennessee State University,
Tennessee
East Texas State University, Texas
Eastern Kentucky University,
Kentucky
Eastern Michigan University, Michigan
Eastern Montana College, Montana
Eastern Washington State College,
Washington
Findlay College, Ohio
Florence State University, Alabama
Florida Atlantic University
Florida State University
Fresno State College, California
Frostburg State College, Maryland
Georgia, University of
Georgia Southern College
Georgia Southwestern College
Great Falls, College of, Montana
Hawaii, University of
Idaho, University of
Idaho State University
Illinois State University
Indiana University
Indiana University Southeast
Iowa State University
Iowa, The, University of
Kansas, University of
Kearney State College, Nebraska
Kent State University, Ohio
Kentucky, University of
Kentucky State College
King's College, Pennsylvania

Lamar University, Texas	Old Dominion University, Virginia
Lehigh University, Pennsylvania	Oregon, University
Livingston University, Alabama	Oregon State University
Loretto Heights College, Colorado	Pacific, University of the, Cali-
Louisiana State University and	fornia
Agricultural and Mechanical College	Plymouth State College of the
Louisiana State University in	University of New Hampshire,
New Orleans	New Hampshire
Louisiana Tech University	Portland State University, Oregon
Marquette University, Wisconsin	Radford College, Virginia
Marshall University, West Virginia	Rutgers University, New Jersey
Maryland, University of	Saginaw Valley College, Michigan
Maryville College, Tennessee	St. Cloud State College, Minnesota
Memphis State University, Tennessee	Saint Norbert College, Wisconsin
Metropolitan State College, Colorado	Salem State College, Massachusetts
Miami, University of, Florida	Salisbury State College, Maryland
Michigan, The, University of	San Diego, University of, Cali-
Michigan State University	fornia
Middle Tennessee State University,	San Francisco, University of,
Tennessee	California
Minnesota, University of	San Francisco State College,
Minnesota at Duluth, University of	California
Mississippi State University	San Jose State College, California
Missouri - Saint Louis, University of	Seattle University, Washington
Missouri Southern College	Seton Hall University, New Jersey
Monmouth College, New Jersey	Sioux Falls College, South Dakota
Montana, University of	South Alabama, University of,
Montana State University	Alabama
Morehead State University, Kentucky	South Carolina State College
Mount Mercy College, Iowa	South Dakota State University
Nebraska at Lincoln, University of	South Florida, University of,
Nevada, University of	Florida
New Hampshire, University of	Southeast Missouri State College
New Mexico, The, University of	Missouri
New Mexico Highlands University	Southeastern State College,
North Carolina Agricultural and	Oklahoma
Technical State University	Southern Connecticut State College
North Carolina State University	Connecticut
North Dakota, University of	Southern Mississippi, University
Northeastern Illinois University, Illinois	of, Mississippi
Northeastern University, Massachusetts	Southern Utah State College, Utah
Northern Colorado, University of,	Southwest Missouri State College,
Colorado	Missouri
Northern Illinois University, Illinois	Southwestern Louisiana, University
Northern Montana College, Montana	of, Louisiana
Notre Dame College, New Hampshire	Syracuse University, New York
Ohio State University, The	Temple University, Pennsylvania
Ohio University, The	Tennessee at Knoxville, University of
Oklahoma State University	

Tennessee Technological University
Texas at Austin, The, University of
Texas A & M University
Toledo, The, University of, Ohio
Towson State College, Maryland
Troy State University, Alabama
Tulane University, Louisiana
Tulsa, The, University of, Oklahoma
Utah, University of
Utah State University
Valdosta State College, Georgia
Valley City State College, North Dakota
Vermont, University of
Virginia, The, University of
Washington, University of
Washington State University
Wayne State College, Nebraska
West Virginia University
Western Illinois University, Illinois
Western Kentucky University, Kentucky
Wichita State University, Kansas
Wisconsin - Madison, University of
Wisconsin - Milwaukee, University of
Wisconsin - Stevens Point, University of
Wisconsin - Superior, University of
Wisconsin - Whitewater, University of
Wyoming, The University of

APPENDIX B
QUESTIONNAIRE OF CRITERIA FOR ADMISSION
OF UNDERGRADUATE STUDENTS TO TEACHER EDUCATION

QUESTIONNAIRE OF CRITERIA FOR ADMISSION OF
UNDERGRADUATE STUDENTS TO TEACHER EDUCATION

(ALTERNATIVE: What is being done other than, or in addition to.)

PLEASE CHECK YES OR NO:

- I. Do you have a Committee on Admissions to Teacher Education, with admission of candidates to the teaching profession as its primary function? - - - - - Yes ___ No ___

ALTERNATIVE: _____

- II. Do you require each teacher education candidate to submit a formal-type application for admission to teacher education? - - - - - Yes ___ No ___

ALTERNATIVE: _____

- III. The academic overall grade point averages required for admission to teacher education in your institution are; (4.00 scale)

- A. Overall academic grade point average in all subjects required of all candidates - - - - - _____

ALTERNATIVE: _____

- B. Overall academic grade point average required in major and/or minor teaching subject(s) of all secondary education majors - - - - - _____

ALTERNATIVE: _____

- C. Overall academic grade point average required in all completed professional education courses of all secondary and elementary education majors - - - - - _____

ALTERNATIVE: _____

- IV. Do you have a pre-admissions personal interview system established in which each candidate for admission to teacher education is interviewed by either an appointed faculty or staff member or an appointed committee prior to his or her admission to teacher education? - - - - - Yes ___ No ___

ALTERNATIVE: _____

V. Recommendations you require for each candidate prior to his or her admission to teacher education:

- A. From major(s) teaching subject department head(s) of secondary education majors: - - - - - Yes ___ No ___

ALTERNATIVE: _____

- B. From minor(s) teaching subject department head(s) of secondary education majors: - - - - - Yes ___ No ___

ALTERNATIVE: _____

- C. From elementary education department head (or appointed advisor) of elementary education majors: - - - - - Yes ___ No ___

ALTERNATIVE: _____

- D. From either the principal, guidance counselor, or a classroom teacher of the high school which candidate attended: - - - - - Yes ___ No ___

ALTERNATIVE: _____

- E. From a selected faculty member under whom candidate has completed a course in his or her major teaching subject department outside of education of all secondary education majors: - - - - - Yes ___ No ___

ALTERNATIVE: _____

- F. From a selected faculty member under whom candidate has completed a course outside of education of all elementary education majors: - - - - - Yes ___ No ___

ALTERNATIVE: _____

- G. From a faculty member in the Department of Secondary Education under whom candidate completed a course of all secondary education majors: - - - - - Yes ___ No ___

ALTERNATIVE: _____

- H. From a faculty member in the Department of Elementary Education under whom candidate has completed a course of all elementary education majors: - - - - - Yes ___ No ___

ALTERNATIVE: _____

- I. From either the interviewing faculty, staff member, or the interviewing committee: - - - - - Yes ___ No ___

ALTERNATIVE: _____

- J. From the Dean of Student Affairs, Dean of Men, Women, etc.: - - - - - Yes ___ No ___

ALTERNATIVE: _____

K. From the Attendance Officer (or equivalent): - - - - - Yes ___ No ___

ALTERNATIVE: _____

L. From the Director of Admission to Teacher Education
(or equivalent): - - - - - Yes ___ No ___

ALTERNATIVE: _____

M. From the Director of Counseling Services or Testing Center
(or equivalent): - - - - - Yes ___ No ___

ALTERNATIVE: _____

N. From the appointed admission to teacher education committee
to the Dean of the College of Education (or other designated
officer) - - - - - Yes ___ No ___

ALTERNATIVE: _____

O. Other type recommendations not specified in your alternatives
that you require of each candidate for admission to teacher
education:

VI. Do you require all candidates for admission to teacher education to
complete a physical examination? - - - - - Yes ___ No ___

ALTERNATIVE: _____

VII. Do you require all candidates for admission to teacher education
to complete certain written professional examinations? - - - - - Yes ___ No ___

If applicable, please list: _____

ALTERNATIVE: _____

VIII. Do you require all candidates for admission to teacher education
a complete psychological-type examination? - - - - - Yes ___ No ___

ALTERNATIVE: _____

IX. Do you require all candidates for admission to teacher education to complete a speech and hearing test? - - - - - Yes ___ No ___

ALTERNATIVE: _____

X. Do you admit qualified candidates to teacher education on a major and/or minor teaching subject quota basis? - - - - - Yes ___ No ___

ALTERNATIVE: _____

XI. Do you permit unsuccessful candidates to subsequently re-apply for admission to teacher education? - - - - - Yes ___ No ___

ALTERNATIVE: _____

XII. In a number of teacher training institutions in this country, factors contributing to the rejection of candidates for admission to teacher education are listed below. Please indicate as yes or no if one or more of these apply to your teacher education selection process. Add others that may apply on the blank lines. Please mark the priority you suggest for each of these by writing 1,2,3,etc., with the highest priority as (1), second highest (2), third highest (3), etc. in the blank spaces enclosed by parentheses:

	Priority
A. Knowledge of contemporary affairs - - - - -	Yes ___ No ___ ()
B. English usage - - - - -	Yes ___ No ___ ()
C. Health - - - - -	Yes ___ No ___ ()
D. Personal Integrity - - - - -	Yes ___ No ___ ()
E. Personality - - - - -	Yes ___ No ___ ()
F. Scholarship - - - - -	Yes ___ No ___ ()
G. Speech Habits - - - - -	Yes ___ No ___ ()
H. Spelling - - - - -	Yes ___ No ___ ()

	Priority
I. _____	()
J. _____	()
K. _____	()
L. _____	()
M. _____	()

ALTERNATIVE: _____

XIII. Do you actually, and finally, deny admission of undergraduate candidates to teacher education based on your selection criteria? - - - - - Yes ___ No ___

○ ALTERNATIVE: _____

XIV. Do you have an entirely different type of admission to teacher education system as opposed to that implied in this questionnaire? - - - - - Yes ___ No ___

ALTERNATIVE: _____

XV. Comments, recommendations, and/or constructive criticism (Please feel free to send enclosures back with this questionnaire.)

Please return completed Questionnaire to:

Mr. James A. Carpenter
Teacher Education Admissions
Western Kentucky University
Bowling Green, Kentucky 42101

SIGNATURE: _____

POSITION: _____

MAILING ADDRESS: _____

City State Zip Code